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ABSTRACT

To introduce teachers to career education as conceptualized in Arizona, a pre-test is offered. Five goals are specified, and their relationship to desirable characteristics of career education, its development, the career development ladder, career education elements, and occupational clusters is the object of brief comments. Concepts are enumerated in each section. Some post-test type activities and selected references are included. Glossary terms, stages of career development, and sections of career education related State legislation are listed in an appendix. (AG)

ED 089111

Arizona Career Education—

What Is It?

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the 3R's· plus

ARIZONA CAREER EDUCATION CLEARINGHOUSE

ARIZONA
DEPARTMENT OF EDUCATION
W.P. SHOFSTALL, PH.D., SUPERINTENDENT

CE001 167

PREFACE

This booklet is designed to introduce teachers to Career Education as conceptualized in Arizona. Enrichment references are provided for those seeking more in-depth information.

Acknowledgment must be given to Cleo Boswell, Pinal County Career Education Project; Carol Barrow, Mohave County Career Education Project, Goldye Hart, Roosevelt Career Education Project; Larry Frase, Mesa Center for Career Development; Sue Cook, Central Maricopa Career Education Project; and Leon Webb, Project: Career Bound for their critical review of the manuscript prior to its final review and publication.

Beverly Wheeler
Career Education Clearinghouse
Arizona State Department of Education

June 1973

IT IS NOT

ACADEMIC EDUCATION

OR

CAREER EDUCATION

BUT

ACADEMIC EDUCATION

AND

CAREER EDUCATION

It could be that you know more about Career Education than you think. Why not see for yourself by answering the following questions?

1. Which of the following would NOT be used in describing Career Education? (Circle your answer)

a.	Sequential	i.	Business/industry	p.	3 R's
b.	Articulated	j.	Parents	q.	Flexible
c.	Coordinated	k.	Counselors	r.	Interests
d.	Multi-disciplinary	l.	Students	s.	Aptitudes
e.	Integrated	m.	Administrators	t.	Abilities
f.	Tracking	n.	Attitudes	u.	Individualized
g.	Relevant	o.	Appreciations	v.	Decisioning
h.	Community				

2. What are the three broad goals of Career Education in the State of Arizona?

a. _____

b. _____

c. _____

3. Among the areas identified for consideration in the Arizona bill ARS-15-1199 are: (Circle your answer)

a.	Information dissemination	e.	Textbooks
b.	Grants to teachers	f.	Cooperative student training
c.	Testing	g.	In-service workshops
d.	Teacher re-training		

4. Which one of the following is NOT a level of the career development ladder? (Circle your answer)

a.	Awareness	d.	Exploration
b.	Acceptance	e.	Preparation
c.	Orientation		

5. All of the following items are elements of the Arizona Career Education Matrix except one. Which is the incorrect item?

a.	Self-awareness	f.	Decision making
b.	Career awareness	g.	Appreciations and attitudes
c.	Social awareness	h.	Educational awareness
d.	Economic awareness	i.	Beginning competency
e.	Employability skills		

6. Using the element letters listed in question 5, match each element with the most appropriate description listed below by placing the correct letter next to the question.

____ 1. To become involved in school as well as home and community experiences which will help develop a reasonably consistent internalized value system.

____ 2. To develop an understanding of the relationship between education, training, and life roles.

____ 3. To be aware of the training, development, and rewards involved in a broad range of occupations.

____ 4. To assist students' exploration of production, consumption, and distribution of goods and services as it relates to life-styles and the community at large.

____ 5. To develop skill and experience in the rational thought process employed in the selection of appropriate choices.

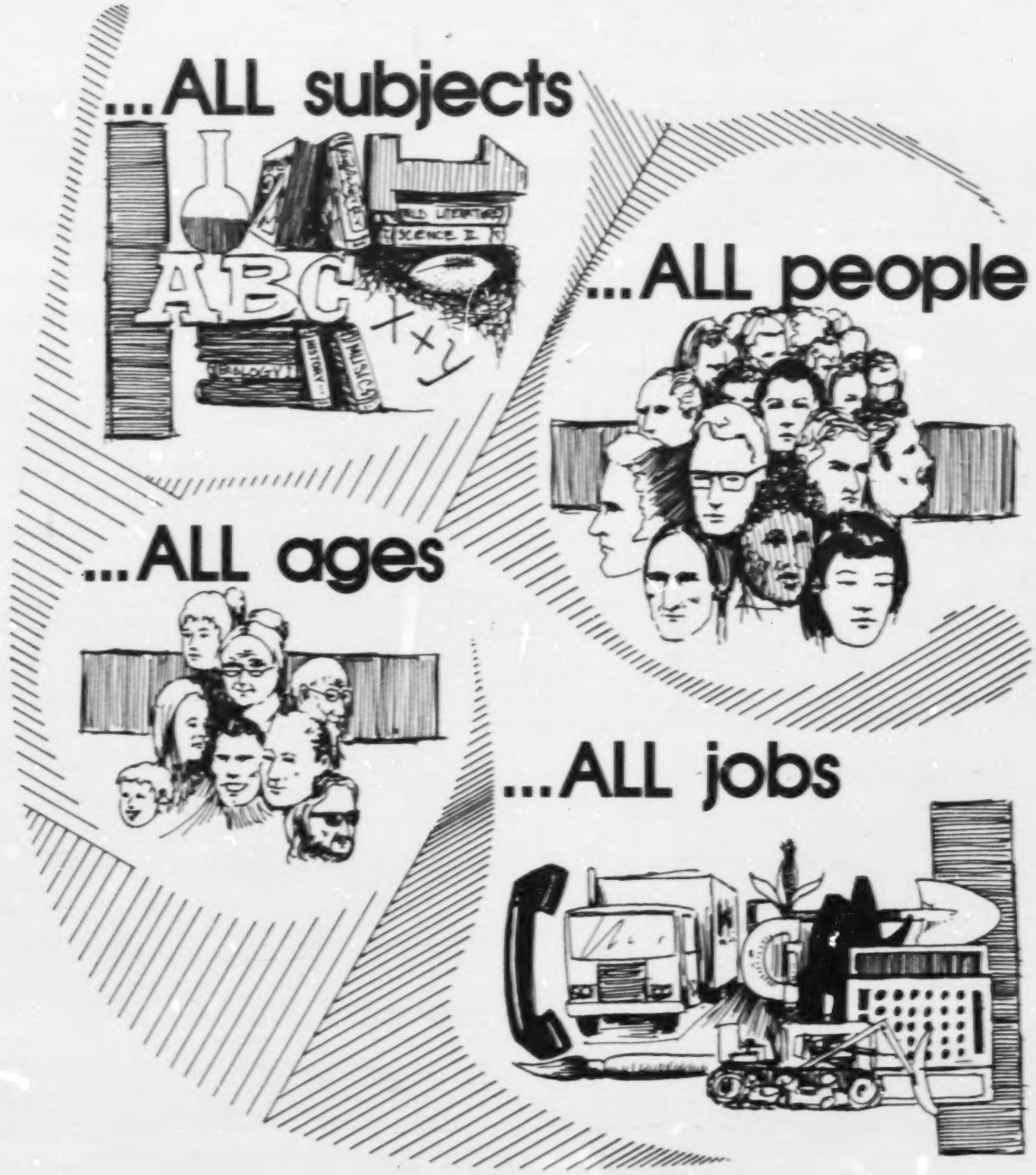
____ 6. To participate in tool and process application successfully.

____ 7. To gain social and communication skills appropriate for locating and obtaining career placement and for adjusting to actual work situations.

____ 8. To focus attention on the affective component of education in order to provide students with awareness of one's own role and the roles of others in society.

ANSWERS: (1) f; (2) Learning to Learn, Learning to Live, Learning to Make a Living; (3) a, c, d, f, g; (4) b; (5) c; (6) g, h, b, d, f, i, e, a.

CAREER EDUCATION identifies with...



GOAL 1 – To become aware of a definition for Career Education, the concept of the 3 R's Plus, and some of the desirable characteristics of Career Education.

Concepts:

1. Career Education is designed for ALL people, ALL ages, ALL subjects and ALL career areas.

2. Career Education provides occupational information and skill development; but it also helps students develop personal, social, economic, and psychological aspects of living and working.

3. Career Education is NOT another name for vocational education, but vocational education is an integral part of Career Education.

4. Career Education is a blending of academic and occupational education.

5. One of the expected outcomes of Career Education is for all students to develop competencies needed to earn a living and acquire positive attitudes toward the value of all work.

6. Career Education involves parents, business, and industry.

7. Career Education is based on the career development concept of assisting students in their pursuit of positive self-concepts as well as mature personal attitudes and values.

8. Personal development begins in the early elementary grades and continues at an increasingly specialized spiral to help every student make life-style choices.

9. Career Education is for all ethnic and socio-economic groups.

10. A major benefit of Career Education is that student performance in the basic subjects should improve as the entire curriculum is made relevant and more meaningful.

11. Provision is made within Career Education for the development of those skills and abilities needed in order for the student to establish and achieve his career goals while having the flexibility to change direction without being unduly penalized.

12. By making school more relevant to students, Career Education seeks to reduce the student dropout rate.

13. Career Education allows students to select from a variety of alternatives and allows them to have a say in when they will pursue the options open to them.

14. Career Education prepares students not only for an active and productive role in the world of work; but it also seeks to prepare students for non-occupational pursuits, with or without rewards of money, which may include such things as volunteer services, hobbies, or recreation.

Definition of Career Education

The State of Arizona defines Career Education as follows:

> Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, orientation to occupations, in-depth exploration of selected occupational clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

Career Education Concept – The 3 R's Plus

The basic thrust of Career Education is to make the classroom experience a meaningful and significant process of learning about ALL phases of life. In order to accomplish this, the existing curriculum must be re-oriented and re-directed in such a way that the basic subject matter becomes something the students can clearly relate to the world in which they are living. F. R. Vihel, Executive Secretary of the State Advisory Council, stated the three R's must not be discarded for they are more important today than ever before—but the educational system needs to relate them to the world as it is. He went on to observe that Career Education ". . . is the very essence of education . . . it must remain a broad and viable concept, allowing each student to choose from many alternatives and allowing him to have a say in what subjects he wants to pursue. Career Education identifies with ALL students, ALL subject matter, ALL grade levels, and ALL jobs."

Desirable Characteristics of Career Education

Some of the desirable characteristics of Career Education are:

1. It should be coordinated, sequentially organized, and consist of cumulative activities from kindergarten through post-secondary and adult education.

2. It should be multi-disciplinary and multi-media in nature, organized as an integrated structure within the existing educational disciplines, and should emphasize the goals and learning styles of students.

3. It should involve not only students and the school but community groups, advisory councils, and parents.

4. It should develop a positive attitude toward all work, as well as an understanding of the interrelatedness and interdependence of all careers.

5. It should provide an awareness of the need for adaptability to the differences in demands in the labor market.

6. It should be flexible enough to offer students alternate sequences through an educational system capable of adjusting to the interests, attitudes, abilities, aspirations, and circumstances of each individual.

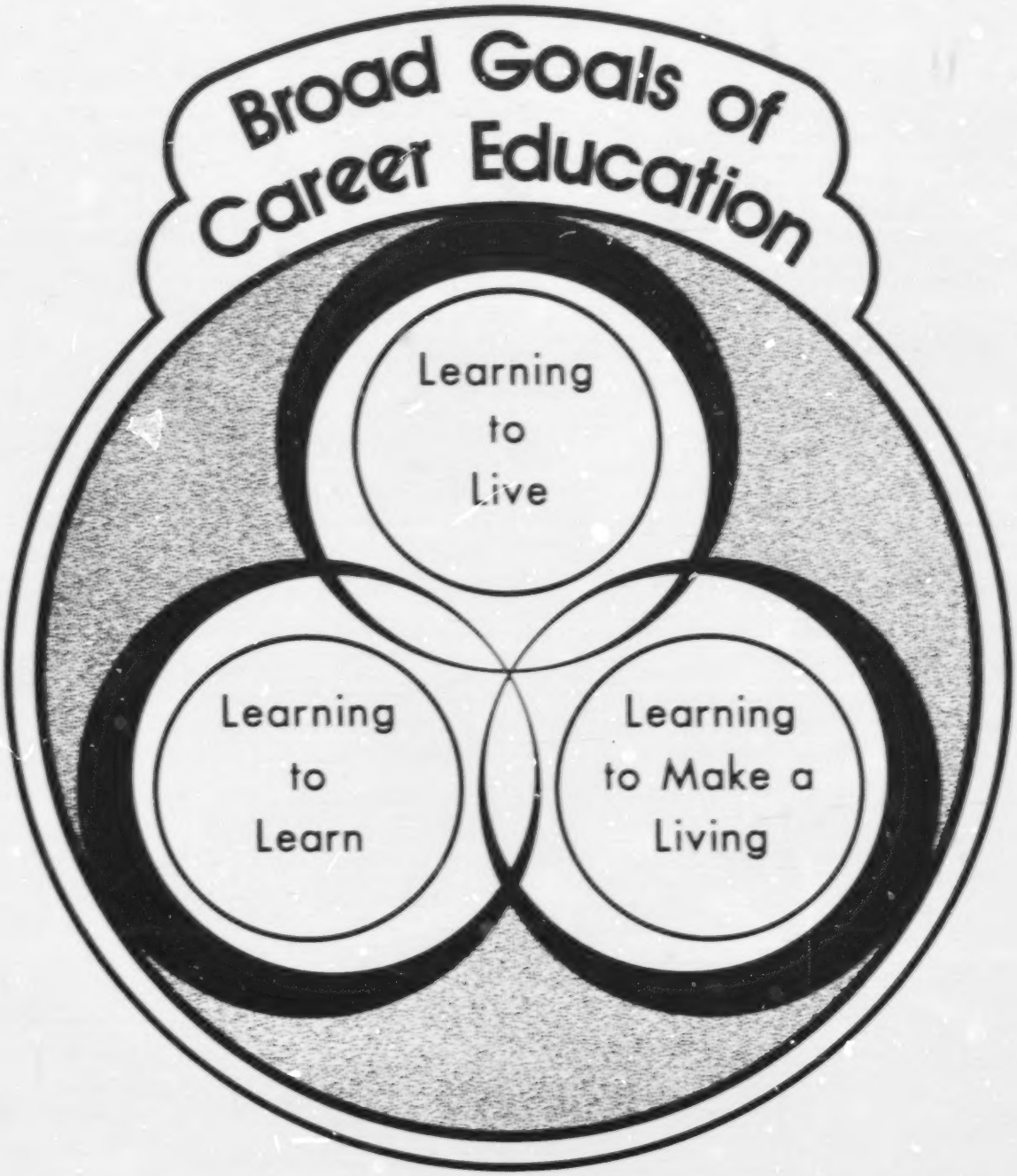
7. It should contribute to student knowledge of the fundamental American economic system and how various occupations contribute to the personal, social, and economic well-being of the individual and society.

8. It must determine where each student is in regard to his general intellectual, social, emotional, and career awareness level and then provide experiences based on individual student needs, capabilities, and interests.

9. It must provide for job skill preparation as an integral part of the curriculum, including emphasis on positive work habits, knowledges, attitudes, problem solving, and decision-making judgments.

10. It should provide placement services for all students.

11. It should develop an appreciation for those activities that lead to a worthy use of leisure time.


Broad Goals of Career Education
Learning to Live
Learning to Learn
Learning to Make a Living

GOAL 2 – To trace the development of Career Education in Arizona and to identify the broad goals for Career Education.

Concepts:

1. Career Education is geared to a 168-hour LIVING week, not just a 40-hour WORK week.

2. Guidance and counseling activities are designed to help students develop positive self-concepts and become aware of their interests and abilities in relation to making decisions concerning potential careers, educational pursuits, and life-styles.

3. Career Education must include career preparation to enable each student to have a entry-level skill upon leaving high school.

4. Young people need to be motivated to WANT to learn. Relating the school program to the world of work can help provide that motivation.

5. Career Education is designed to acquaint individuals with accurate, realistic information on career opportunities and options. This information is intergrated into appropriate subject matter offered to individuals at all grade levels.

6. Career Education helps students become aware of creative self-expression through avocational and recreational activities.

7. Upon graduation from high school, all students should have acquired skills and knowledges needed for entry-level jobs and/or enrollment into some post-secondary institution.

The Development of Career Education in the State of Arizona

In 1971, the Arizona legislature enacted ARS-15-1199* which appropriated almost $2 million to begin thirteen Career Education pilot projects. In 1972-73, twenty projects were funded to carry on with the development and implementation of Career Education within the K-12 grade levels.

A Career Education task force was organized in November 1972 to develop a plan for the implementation of Career Education in Arizona through 1980. The task force was named "Plan for Arizona's Career Education" and was referred to as "Project PACE."

The major thrust for Career Education during the 1973-74 fiscal year will be:

1. To increase student enrollment in career preparation and career exploration programs utilizing youth groups, hobbies, and avocational interests.

2. To develop enrichment components for existing academic classes.

*Excerpts from ARS-15-1199 may be found in the appendix.

3. To expand career testing and counseling services through:
   a. collecting pupil data
   b. increasing parental involvement
   c. assessing placement services for high school students
   d. utilizing computerized services.

4. To provide a multi-media demonstration site.

5. To develop procedures for exchanges of students among schools.

6. To develop retraining programs for teachers, counselors, administrators using training packages, workshop programs, and training cadres.

7. To revise, pilot and field test Career Education materials.

8. To develop support materials and junior high information centers.

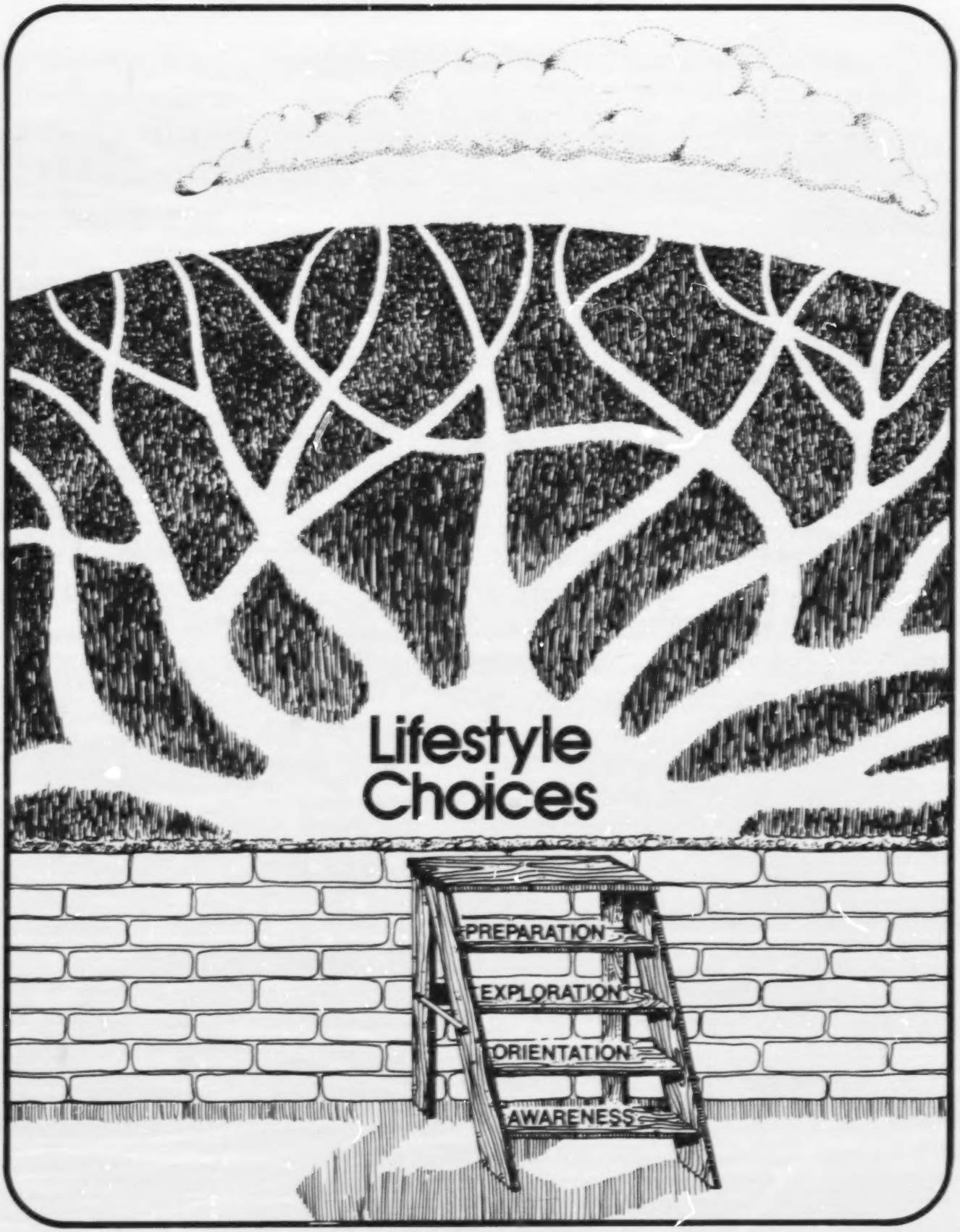
9. To expand and develop work exposure and work experience programs.

Broad Goals of Career Education in the State of Arizona

Learning to Live – developing a self-awareness of one's capabilities and developing the ability to deal with leisure time and society in general.

Learning to Learn – motivating students so that they want to learn the basic educational subjects as well as being able to take advantage of all types of learning programs.

Learning to Make a Living – preparing students so that they have the capability to support themselves economically and to become productive members of the community.


Lifestyle
Choices
PREPARATION
EXPLORATION
ORIENTATION
AWARENESS

GOAL 3 – To identify levels in the Career Development Ladder.

Concepts:

1. Career development refers to self-development, career planning, and decision making.

2. Career development is a spiraling and life-long process of growth and learning.

3. The awareness level is specifically concerned with having children explore and understand themselves, develop broad definitions of work, and discuss these activities in terms of broad job classifications.

4. Exploring the reasons why people work and identifying those factors of work which are of primary importance to them personally are studied in the orientation level.

5. The orientation level consists of a general exploration of several occupational clusters or career areas.

6. The exploration level consists of formulating a general occupational or career preference and beginning to prepare an educational plan which will help students attain their goals.

7. Students will be provided with as much up-to-date information as possible pertaining to the occupational cluster of their choice so they will be better able to relate the information they accumulate about themselves to the occupation they have tentatively chosen.

8. Students will begin developing basic entry-level skills needed in the general occupational cluster of their choice.

9. The preparation level is where the student concentrates on specific skills and knowledges needed for actual job entry.

The Career Development Ladder

The Career Development Ladder is a very general classification of the developmental nature of the Career Education program. The four levels, in the order of their complexity, are:

1. **Career Awareness**: learning about self and the broad world of work.

   a. The children participate in experiences that will enable them to explore and better understand themselves.

   b. They develop general definitions and understandings of the world of work.

   c. They are informed in general terms about occupational clusters or career areas representing the total spectrum of the world of work.

d. They identify what they like to do in relation to possible occupational roles.

e. They develop an awareness of the organization of work activities, the interdependence of the production of goods and services, and a consideration of the various worker roles.

2. **Career Orientation**: orientation to occupational clusters and associated life styles.

   a. Students develop an awareness of self in relationship to exploration experiences with "people, data, and things."

   b. They become more familiar with occupational clusters and the wide range of possible occupational roles, options, and alternatives.

   c. The understanding of the relationship between goods and services is extended to include a familiarity with occupational clusters.

   d. Students develop an awareness that through careful planning and decision making they have some control over their future career.

   e. The importance of attitudes toward education in planning one's future is emphasized.

3. **Career Exploration**: in-depth occupational exploration and the associated development of cluster core skills and knowledges of an entry-level nature.

   a. Basic concepts and principles of economics and manpower are introduced.

   b. The education and training needed for effective participation in various occupational clusters are explored.

   c. Studying the relationships between economic, social, and psychological aspects of work help students understand why people work and help them identify those factors of work which are important to them.

   d. A very general occupational preference is formulated and an educational plan is prepared to help students become aware of the need to decide on future occupational goals.

4. **Career Preparation**: preparation for an entry-level competency in one occupational cluster and, for some, taking prerequisites for further education or preparation for career advancement.

   a. Attitudes and characteristics needed for success in the student's chosen occupation are investigated.

   b. Basic skills needed for entry-level employment are developed.

   c. Courses that are prerequisite for further educational and/or advancement within the chosen occupation are pursued.

GOAL 4 – To identify the elements and outcomes currently considered to be the substance of Career Education in the State of Arizona.

Concepts:

1. An element in Career Education identifies an area of educational experience built upon a spiraling sequence of specialization–from the general to the specific.

2. Each of the elements has both informational and attitudinal aspects. For example, knowledge about self-characteristics, occupational and educational alternatives, and decision-making aspects is necessary, but equally important is the development of positive attitudes and personal approaches towards decision making.

Career Education Elements

The Career Education elements are specific skills and knowledges that are to be incorporated into the curriculum on a spiraling basis–from the general to the specific, the simple to the complex. The eight elements are:

1. **Self-awareness**: evaluation and assessment of the individual's interests, abilities, values, needs, and how these characteristics relate to occupational roles.

2. **Educational awareness**: recognition of the present and continuous relationships between education, occupations, and life roles.

3. **Career awareness**: an appreciation of people at work and the different types of jobs which they perform.

4. **Economic awareness**: contribution to society and economic importance of an individual's occupation as well as the production, distribution and consumption process.

5. **Decision making**: ability to follow the sequential nature of decision making and the factors and abilities that facilitate decision making.

6. **Beginning competency**: the acquisition of those basic skills and knowledges needed for entry-level positions within particular occupations.

7. **Employability skills**: ability to work in groups, follow directions, accept responsibility, and maintain personal interaction skills.

8. **Appreciations and attitudes**: an awareness of the importance of communication skills in human relations, and the importance of each occupation to the functioning of society.

Parallel to each Career Education element is an element outcome which should be attained by the end of the secondary school educational experience. The Career Education outcome for each of the elements is given on page 11.

ARIZONA CAREER EDUCATION

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION
SELF-AWARENESS	Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others.
EDUCATIONAL AWARENESS CAREER AWARENESS	Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skills.
ECONOMIC AWARENESS	Understand the world of work and its impact on self and society.
DECISION MAKING	Demonstrate the ability to make decisions related to career and self-satisfaction.
BEGINNING COMPETENCY EMPLOYABILITY SKILLS	Possess career entry level skills upon exiting from the formal educational program.
APPRECIATIONS AND ATTITUDES	Demonstrate an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

Arizona Career Education Matrix

The Arizona Department of Education has elected to adopt the Career Education implementation strategy of utilizing a curriculum matrix with dimensions consisting of the career elements depicted along developmental grade levels. The Career Education matrix has three purposes:

1. To include element themes* and goal statements identified by Arizona teachers as being the most pertinent for Career Education at the primary, intermediate, junior high, and high school levels.

2. To provide a framework for the attainment of long-range outcomes as identified by educational and lay leaders throughout Arizona.

3. To comply with the intent of the legislature as expressed in ARS-15-1199.

The matrix, developed by more than 300 teachers and refined by more than 500 lay people within the State, identified and ranked themes and goal statements within each element. The result is a matrix containing 31 element themes and 200 goal statements. Each cell of the matrix contains those element themes and goal statements appropriate to that particular element and developmental level in order of priority.

*Element theme: broadly stated goals extending across the entire K-12 curriculum.

WORLD OF WORK
PUBLIC SERVICE
MARINE SCIENCE
CONSTRUCTION
ENVIRONMENTAL CONTROL
HOSPITALITY AND RECREATION
AGRI-BUSINESS AND NATURAL RESOURCES
the 3R's- plus
MARKETING AND DISTRIBUTION
CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS
HEALTH
TRANSPORTATION
FINE ARTS AND HUMANITIES
MANUFACTURING
COMMUNICATIONS AND MEDIA
PERSONAL SERVICES
BUSINESS AND OFFICE

GOAL 5 – To develop a basic understanding of the occupational clusters established by the U.S. Office of Education and how they would be used in Career Education.

Concepts:

1. A cluster is a group or family of occupations with similar or related knowledge and skill requirements.

2. Even though students may elect to prepare for post-secondary occupational programs or entry into higher education, they will continue to be provided experiences relating the academic subject areas to the occupational cluster of their choice.

3. Even though students may elect to acquire entry-level skills for the world of work, they will continue to receive basic academic skills essential for post-secondary education within the occupational cluster of their choice.

Occupational Clusters

Fifteen occupational clusters have been identified by the U.S. Office of Education into which all jobs may be classified. These occupational clusters are shown on page 13. Each cluster includes jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. Thus, each cluster contains a career ladder of jobs requiring increasing levels of education and training.

The clusters have been designed to be enduring over time. Even though individual jobs within the clusters may be phased out due to technological change, new and emerging jobs will appear to take the place of most of those phased out. Because of this, if individuals have had education and training within a common core for a certain cluster, their ability to move to an emerging job within that particular cluster is easier and would require a minimum of retraining.

The following is an example of how clusters might work for three students within the business and office cluster:

> One student wants to be an office education teacher, another wants to be a legal secretary, and the other student wants to go into a secretarial position immediately upon graduation. All three will need to know typing, basic accounting procedures, and business law as well as other common skills and knowledges. These could be taught to all three in a core program.
>
> Beyond the common core, the student who plans to become an office education teacher would receive further courses in office education as well as those academic courses needed for entry into a four-year college or university. The student wishing to become a legal secretary would receive those courses needed for entrance into a legal secretarial program in a community college or business college. The student who plans to go to work in an office immediately upon graduation would receive more intensive and specialized training in the specific skills needed for successful entrance into a secretarial position. The later stages of this skill training would include cooperative work experiences in an actual office setting on a part-time basis.

In addition to career preparation courses, academic courses for each student would be related to their particular goals. Each student would have an opportunity to develop avocational skills and interests. They would be afforded guidance and counseling services throughout their schooling to help them clarify their goals in relation to self-knowledge.

Now that you have completed this booklet, can you:

1. Compose your own definitions or illustrate the three broad goals of Career Education as established by the State of Arizona.

2. Develop an original illustration of your conception of the career development process.

3. After studying the Career Education elements, can you complete the exercise "Career Education Elements and Students Needs" on page 16. (Check your answers on page 17.)

4. Complete the exercise on Career Education outcomes on page 10. Some outcomes may be used more than once. Check your answers on page 18.

5. Compose a definition combining each of the elements and its outcome relating them either to your grade level or subject area.

6. After studying the USOE occupational clusters, list two occupations for each cluster.

7. Relate two careers to each of the following subject areas: agriculture; language arts; math; social science; science; health; physical education; music, art, or drama; home economics, technical or industrial arts; and business.

8. For one of the clusters, indicate two careers that (1) require only a high school education, (2) require some post-secondary education at either a community college, technical school, or apprenticeship training, and (3) require at least a bachelor's degree.

9. Compose a definition for Career Education demonstrating your understanding of the concept underlying it.

CAREER EDUCATION ELEMENTS AND STUDENT NEEDS

Elements

Student Needs

	Self-Awareness	Appreciation and Attitudes	Career Awareness	Decision Making	Educational Awareness	Beginning Competency	Economic Awareness	Employability Skills
Ability to adapt to changes in a lifetime								
Ability to plan leisure time								
Ability to obtain a job								
Ability to value the worth of self and others								
Ability to get along with others								
Ability to plan for the future								
Ability to identify own capabilities and interests								
Ability to see a relationship between course work and jobs								
Ability to value all workers								
Ability to understand one's role as producer and consumer								
Ability to feel that there is a purpose to one's life								

DIRECTIONS: Read each ability statement and mark those elements which are primarily designed to meet that need. More than one element may be marked.

POSSIBLE ANSWERS:

All your answers may not match.
Some needs may be met in several ways.

Elements

Student Needs	Self-Awareness	Appreciation and Attitudes	Career Awareness	Decision Making	Educational Awareness	Beginning Competency	Economic Awareness	Employability Skills
Ability to adapt to changes in a lifetime	X			X				X
Ability to plan leisure time	X			X				
Ability to obtain a job						X		X
Ability to value the worth of self and others	X	X						X
Ability to get along with others	X	X						X
Ability to plan for the future		X	X	X				
Ability to identify own capabilities and interests	X							
Ability to see a relationship between course work and jobs					X			
Ability to value all workers	X	X		X			X	
Ability to understand one's role as a producer and consumer							X	
Ability to feel that there is a purpose to one's life	X			X				

ARIZONA CAREER EDUCATION MATRIX

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION
	Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others.
EDUCATIONAL AWARENESS	
CAREER AWARENESS	
	Understand the world of work and its impact on self and society.
DECISION MAKING	
	Possess career entry level skills upon exiting from the formal educational program.
EMPLOYABILITY SKILLS	
APPRECIATIONS AND ATTITUDES	

SELECTED ENRICHMENT REFERENCES

The following are a few general references to give you in-depth information about Career Education. The numbers in parentheses at the end of the annotation indicate the Arizona Career Education Clearinghouse retrieval numbers. These materials may be checked out. The ED number in a parenthesis refers to an ERIC microfiche which can be duplicated and mailed to you upon request–there are many more items on ERIC microfiche.

Career Development and Occupational Information Institutes (1971)
State Department of Vocational Education
Arizona State University, University of Arizona, and Northern Arizona University

Report of counselors' visits to 37 selected businesses, industries, training programs and state agencies throughout Arizona giving the nature of the business, job analysis, qualifications, material and equipment, physical demands and working conditions, earnings and benefits, and opportunities for advancement. (#1216)

Career Development Education–Kindergarten Through Post-Secondary and Adult Levels (1971)
Gene Bottoms, Associate State Director
Division of Adult and Vocational Education
Georgia Department of Education

A comprehensive explanation of career development education. (#1400)

Career Education–A Handbook for Implementation (1972)
Maryland State Board of Education and Olympus Research Corporation
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

A basic primer on implementation of Career Education. The contents are: Career Education in Concept, Sources of Dissatisfaction, The Developing Concept of Education, and Implementing Career Education. (#1254) (ED 062 521)

Career Education Perspective and Promise (1972)
Keith Goldhammer and Robert E. Taylor
Charles E. Merrill Publishing Company
Columbus, OH

An information book giving background of Career Education, and divided into: Part I–Unfulfilled Expectations in American Education; Part II–Concepts, Issues, Problems, and Trends; Part III–Emerging Career Education Programs in the Public Schools–each consisting of writings from various Career Education authorities. (#1546) (ED 064 517)

Career Education–Opportunity and Challenge for Vocational Education (1972)
John B. Moulette
The Center for Vocational and Technical Education
The Ohio State University
Columbus, OH 43210

A very clear explanation of Career Education and ways in which it may be implemented. (#1207)

Career Education–What It Is and How To Do It (1972)
Kenneth Hoyt and others
Olympus Publishing Company
Salt Lake City, UT

An explanation of Career Education–history and development, philosophy, scope, need for, implementation of the components K-14, public's education to Career Education, educational changes required, and steps to beginning the program. (#1056) (ED 062 573)

Conferences on Career Education (1972)
Sponsored by the Educational Testing Service
Beverly Hills, CA

A collection of presentations given at a special conference to increase the understanding and eliminate misconceptions about Career Education. (#1525) (ED 066 564)

Courage to Change: New Direction for Career Education (1971)
Roman C. Pucinski and Sharlene Hirsch, eds.
Prentice Hall, Inc.
Englewood Cliffs, NJ

A collection of writings pertaining to: manpower planning; guidance programs, education of women and minorities for work, the involvement of business and industry in planning education for work, training of teachers and educational leaders, job training for work in the city, role of the community college, and the relationship between credentials and employability. (RCU Library)

Essays on Career Education (1973)
Larry McClure and Carolyn Buan
Northwest Regional Educational Laboratory
Portland, OR

A collection of essays critically examining Career Education. The main headings are: Laying a Foundation, Building a Framework, Satisfying the Consumers' Needs, and Redesigning the System.

"Meeting Our Enemies: Career Education and the Humanities"
Sidney P. Marland, Jr.
Presentation before the Conference on English Education, National Council of Teachers of English
Minneapolis, MN
November 24, 1972

Dr. Marland explains Career Education as a developmental process designed to meet the career and academic needs of every student. He relates the role of humanities in Career Education.

Tentative Basic Course Outline for Occupational Investigation
Texas Education Agency
Secondary and Higher Education
East Texas University
Commerce, TX

A course of study with extensive information and planning on the occupational clusters. (#1208)

Thrust–For Education Leadership
Association of California School Administrators
Suite A, 1550 Rollins Road
Burlingame, CA
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The entire issue is devoted to exploring the philosophy, plans of action, methodology of implementation and various component programs in Career Education. (#1336)

USOE Occupational Clusters
A breakdown of jobs into the USOE occupational clusters. (#1257)

APPENDIX

GLOSSARY

ADAPTABILITY: The quality of being able to adjust one's self to changing expectations within an occupation and within one's life.

ADJUSTMENT: The process of personal modification which one must accept as part of the changing world.

APTITUDES: The tendencies, capabilities, or potentials to learn or understand.

ATTITUDES: Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in behavior.

ATTITUDES AND APPRECIATIONS: An awareness of human relations, how the various occupational roles interact or relate, and the importance of each occupation to the functioning of society.

BEGINNING COMPETENCY: The acquisition of those basic skills and knowledges needed for entry-level positions within particular occupations.

CAREER: The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

CAREER AWARENESS: An appreciation of people at work and the different types of jobs which they perform.

CAREER DEVELOPMENT: A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

CAREER PLANNING AND PREPARATION: Describes the process whereby persons examine their interests and abilities in relation to careers. As decisions are made within their chosen career field, they must fulfill certain education and training requirements.

CONCEPTS: Major ideas, thoughts or notions identified as essential to the career development process.

DECISION MAKING: Ability to follow the sequential nature of decisioning and the factors and abilities that facilitate decision making.

DIGNITY AND WORTH: Degree of esteem and relative values of a person related to moral, intellectual, and personal values. Seemliness.

ECONOMIC AWARENESS: Contribution to society and economic importance of an individual's occupation.

EDUCATIONAL AWARENESS: Recognition of the present and continuous relationships between education and occupations.

EDUCATIONAL PREPARATION: An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

ELEMENT THEME: Broadly stated goals extending across the entire curriculum.

EMPLOYABILITY: Being able to secure and maintain employment through proper training and the exercising of good work habits.

EMPLOYABILITY SKILLS: Ability to work in groups, follow directions, accept responsibility, communicate verbally and in writing, and maintain social and personal interaction skills.

INTERESTS: Through the study of self and occupations within the work world, one expresses a preference for an occupational field. Interests change as exposure to new experiences lead to new interest areas.

JOB: Specific task performed by one within an occupation at a particular site.

UNSKILLED JOBS: No special training or education required.

SEMI-SKILLED JOBS: Small amount of training required which can usually be learned on the job.

SKILLED JOB: Requires special training and experiences acquired either through an apprenticeship program, on the job, or some type of school.

TECHNICAL JOBS: Usually require both special education and training in post-secondary schools. Usually involve a knowledge of science and math.

PROFESSIONAL JOBS: For the most part, require at least a four-year college degree.

LEARNING OUTCOMES: Those achieved knowledges obtained from learning experiences.

LEARNING TO LEARN: Motivating young people to take the initiative within the formal educational process.

LEARNING TO LIVE: Instilling a sense of self-identity - of self-awareness within each student and learning how to cope with leisure time.

LEARNING TO MAKE A LIVING: Preparing the student for participation in the world of work.

OCCUPATION: A general classification within a particular segment of a business or profession, e.g., carpenter.

OCCUPATIONAL CLUSTERS: Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

OCCUPATIONAL INFORMATION: Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

OCCUPATIONAL GUIDANCE: "A process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to covert it into reality, with satisfaction to himself and benefit to society." Donald Super.

RELEVANT SUBJECT MATTER: Meaningful learning assignments based upon the needs, interests, and abilities of the learners. Alternative assignments are provided to enable students to select those which are compatible to their learning objectives.

SELF: The entire make-up of the individual.

SELF-APPRAISAL: To evaluate one's self with respect to one's attitudes, values, etc., so that realistic decisions and choices can be made.

SELF-AWARENESS: Evaluation and assessment of interests, abilities, values, needs, and the progressive synthesis of such characteristics when related to occupational roles.

VALUES: Standard of judgment accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

VOCATIONAL EDUCATION: Is the Career Preparation phase of Career Education whose mission is to prepare each individual for employment prior to leaving school, to provide the opportunity for retraining in new occupational skills, and to help individuals update and upgrade their occupational skills.

WORK: The production of goods or services with or without pay, e.g., homemaker.

WORK ETHIC: How people view work. Attitudes toward work.

WORK EXPERIENCE: Any full- or part-time gainful employment not supervised by school personnel.

WORK EXPOSURE: Short-term observation of persons on the job and/or limited hands-on experiences of job tasks.

WORK ORIENTED: A student whose goal is full-time employment rather than formal education of an academic or technical nature.

WORLD OF WORK: The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

SIX STAGES OF CAREER DEVELOPMENT*

1. Between 5–10 years old, an individual goes through the stage of IDENTIFICATION WITH A WORKER. The concept of working becomes an essential part of the ego-ideal.

2. Between 10-15 years, an individual goes through the stage of ACQUIRING THE BASIC HABITS OF INDUSTRY. He learns to organize his time and energy to get a piece of work done. He is involved in school work and in household chores. He learns to put work ahead of play in appropriate situations.

3. Between 15-25 years, an individual acquires IDENTITY AS A WORKER IN THE OCCUPATIONAL STRUCTURE. He chooses and prepares for an occupation. He gets work experience as a basis for occupational choice and for assurance of economic independence.

4. Between the ages 25-40, an individual goes through the stage of BECOMING A PRODUCTIVE PERSON. He masters the skills of his chosen occupation and moves up the ladder within that occupation.

5. Between the ages 40-60 years, the individual is in the stage of MAINTAINING A PRODUCTIVE SOCIETY. The emphasis shifts toward the societal and away from the individual aspect of the worker's role. The individual sees himself as a responsible citizen in a productive society. He pays attention to the civic responsibility attached to his job. He is at the peak of his occupational career and has time and energy to adorn it with broader types of activity. He pays attention to inducting younger people into the occupational structure.

6. From 60-65 years and over, the individual is in the stage of CONTEMPLATING A PRODUCTIVE AND RESPONSIBLE LIFE. He has retired from his work or is in the process of withdrawing from the worker's role. He looks back over his work life with satisfaction, sees that he has made his social contribution, and is pleased with it. While he may not have achieved all of his ambitions, he accepts his life and believes in himself as a productive person.

*Robert J. Havighurst, *Human Development and Education*, New York: Longmana, Green and Company, 1953, p. 2.

SECTIONS OF ARS-15-1199 RELATING TO CAREER EDUCATION

Section 1. **Purpose**

The legislature feels that the educational system within this state has failed to produce young men and women able to enter the labor market with a marketable career skill with which they can immediately become producing members of our society. During the past decade there has been a lack of attention to the problem of career education. There is a high ratio of students who drop out of high school or fail to complete a college curriculum and consequently try to enter the labor market without any marketable career skills.

In addition to current programs of career education, the legislature by enactment of this act proposes to remedy the obvious failure of our educational system to provide career skills. It is intended that the state appropriate sufficient funds to promote several programs which are clearly defined and which will definitely begin immediate production of pupils with sufficient skills to aid them in seeking and holding the type of job for which they have been trained.

Some of the major objectives of the career education portion of this act are:

1. To insure that at least 40 percent of high school enrollment is enrolled in career education courses.

2. To make available testing and counseling to every common and high school pupil in the state. Primarily this service would be emphasized with eighth grade pupils in common schools and all grades in the high school system. Hopefully, such counseling may even be extended to the common school level beginning in the fourth grade.

3. To institute in the common school system a program course entitled, "Orientation To The World Of Work." Additional trained teachers will be employed in addition to supplying supplementary reading materials, films, tapes, and other audio and visual aids.

4. To provide a program for retraining common school teachers and counselors to integrate into all aspects of the school curriculum the materials regarding the orientation of students to the world of work. Additional teachers will be retrained in the program by teachers who have already received training and have experience in such an orientation program.

5. To develop pre-apprenticeship programs so that high school pupils can actually participate in registered apprenticeship programs and such coordination and cooperation shall be in cooperation with the labor unions administering the apprenticeship programs.

6. To provide additional teacher-coordinators to implement on-the-job work experience for at least two thousand eight hundred additional pupil-trainees, of which at least fifty-five percent of the enrollment shall originate from schools located in rural areas.

7. To conduct in-service workshops and share career education leadership with all common and high school districts in each county.

ARTICLE 9. CAREER EDUCATION PROGRAM

15-1199. Programs of career education

A. STATE CAREER EDUCATION ASSISTANCE IS PAYABLE FOR THE FOLLOWING PROGRAMS:

1. INCREASING HIGH SCHOOL CAREER EDUCATION ENROLLMENT.

2. MAKING CAREER TESTING AND COUNSELING AVAILABLE TO EACH COMMON AND HIGH SCHOOL PUPIL.

3. OBTAINING, PREPARING AND MAINTAINING READING MATERIAL, FILMS, TAPES AND OTHER EQUIPMENT FOR THE PURPOSE OF GIVING EACH CHILD AN ORIENTATION TO THE WORLD OF WORK THROUGH COMMON SCHOOL CLASSES AND AVAILABILITY TO COMMON AND HIGH SCHOOL PUPILS.

4. RETRAINING COMMON SCHOOL TEACHERS AND COUNSELORS FOR THE CAREER ORIENTATION OF PUPILS TO THE WORLD OF WORK.

5. PROVIDING FOR TEACHERS AND A CURRICULUM FOR COMMON SCHOOL DISTRICTS INSTITUTING A COURSE IN ORIENTATION TO THE WORLD OF WORK FOR GRADES 7, 8, AND 9.

6. PROVIDING ADDITIONAL TEACHER–COORDINATORS TO IMPLEMENT AND COORDINATE ON-THE-JOB WORK EXPERIENCE FOR ADDITIONAL PUPIL–TRAINEES AND IF NECESSARY PROVIDE TRANSPORTATION FOR SUCH PUPILS.

7. EMPLOYING PERSONS TO COORDINATE APPRENTICESHIP RELATED TRAINING FOR REGISTERED APPRENTICESHIP PROGRAMS.

8. PROVIDING EACH COUNTY WITH THE MEANS TO CONDUCT WORKSHOPS FOR ALL COMMON AND HIGH SCHOOL DISTRICTS WITHIN THE COUNTY.

B. STATE CAREER ASSISTANCE SHALL ALSO PROVIDE FOR AN ORGANIZED STATEWIDE PROGRAM OF PUBLIC INFORMATION AND COMMUNITY INVOLVEMENT FOR PARENTS IN THE MERITS OF CAREER EDUCATION.

C. WORKSHOPS AND OTHER APPROPRIATE EDUCATIONAL ACTIVITIES MAY BE AUTHORIZED AND FINANCED UNDER ANY RELEVANT PROGRAM UNDER THIS SECTION.

15-1199.01. **Career education powers and duties of state board**

A. THE STATE BOARD OF EDUCATION SHALL:

1. ESTABLISH STANDARDS AND QUALIFICATION REQUIREMENTS FOR SCHOOL DISTRICT AND COUNTY CAREER EDUCATION PROGRAM OBJECTIVES.

2. REVIEW THE PROPOSED PROGRAM OBJECTIVES OF EACH SCHOOL DISTRICT AND COUNTY AS TO THE CONFORMITY TO PRESCRIBED STANDARDS AND QUALIFICATIONS, APPROPRIATENESS OF PRIORITIES, WORKABILITY OF PROCEDURES AND OVERALL VALUE.

3. APPROVE OR DISAPPROVE PROGRAM OBJECTIVES, WITH APPROVAL BEING SUBJECT TO FUNDING AVAILABILITY.

4. PRESCRIBE STANDARDS FOR THE CERTIFICATION OF CAREER EDUCATION TEACHERS AND FOR THE NECESSARY CAREER EDUCATION COMPETENCE OF COUNSELORS.

B. THE STATE BOARD OF EDUCATION MAY PROMULGATE ALL RULES AND REGULATIONS NECESSARY TO THE OPERATION OF THIS ARTICLE.

15-1199.02. **Career education powers and duties of superintendents**

THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL:

1. PREPARE AND DISTRIBUTE ALL NECESSARY FORMS FOR APPLICATION BY ANY SCHOOL DISTRICTS OR COUNTIES FOR STATE CAREER ASSISTANCE TO A DISTRICT OR COUNTY CAREER EDUCATION PROGRAM.

2. ALLOCATE MONIES FROM APPROPRIATIONS MADE TO THE DEPARTMENT FOR STATE CAREER EDUCATION ASSISTANCE TO SCHOOL DISTRICT OR COUNTY CAREER EDUCATION PROGRAM APPROVED BY THE STATE BOARD WITH PRIORITY BASED ON THE DATE OF BOARD APPROVAL.

3. REVIEW THE OPERATION OF ALL CAREER EDUCATION PROGRAMS WHICH RECEIVE STATE ASSISTANCE TO DETERMINE COMPLIANCE WITH THE PROVISIONS OF THIS ARTICLE AND THE STATE BOARD STANDARDS AND QUALIFICATIONS AND THE PROPOSED PROGRAM OBJECTIVE AS SUBMITTED TO AND APPROVED BY THE STATE BOARD.

4. SUSPEND ALLOCATIONS OF STATE CAREER EDUCATION ASSISTANCE OTHERWISE PAYABLE TO ANY APPROVED COUNTY OR DISTRICT PROGRAM BASED ON THE REVIEW REQUIRED UNDER PARAGRAPH 3

AND A FINDING OF FAILURE TO COMPLY TO STANDARDS, QUALIFICATIONS OR PROGRAM OBJECTIVES.

Section 8. **Appropriation; purposes; exemption**

A. The sum of one million nine hundred thousand dollars is appropriated to the state department of education for the purpose of granting state career education assistance as provided for in section 15-1199, Arizona Revised Statutes, which shall be expended with particular emphasis on grades seven through twelve.

B. During the first month of each calendar quarter the state department of education shall submit a written report to the joint legislative budget committee and the standing committees on education of the house and senate. The report shall summarize and analyze the activities of all career education programs for which state career education assistance has been paid.

C. The appropriation made under subsection A is exempt from the provisions of section 35-190, Arizona Revised Statute relating to the lapsing of appropriations.

The provisions of this act become effective on July 1, 1971.